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ABSTRACT

This evaluation of the Law Focused Curriculum Project of the Oklahoma Public Schools analyzes the human and nonhuman resources utilized in the project, and the nature and extent of activities. The first part of the document examines the program and its objectives. School-age citizens are to become acquainted with the law, the functions and procedures of the criminal justice system, and an individual's rights and responsibilities under the law and be affected in a positive way toward the role of law in American society. The project consists of a fifth-grade program with an emphasis on law incorporated into the present social studies program, an eight-grade course on governing and man using a new emphasis on law and the workings of the legal system, and a high school elective course dealing with practical knowledge of the legal system needed as an adult citizen. Part two deals with the evaluation of the Oklahoma project by analyzing the philosophy and goals of the project, comparing curriculum materials for law-focused curriculum, including grade level, a short description of the materials, availability, and price. (Author/JR)

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LAW FOCUS CURRICULUM PROJECT

OKLAHOMA CITY PUBLIC SCHOOLS
BILL LILLARD, SUPERINTENDENT
OKLAHOMA CITY, OKLAHOMA

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EVALUATION OF
THE LAW FOCUS CURRICULUM PROJECT
FUNDED BY THE OKLAHOMA CRIME COMMISSION
SUBGRANTEE: SOUTHWEST CENTER FOR HUMAN RELATIONS STUDIES, UNIVERSITY OF OKLAHOMA
SUBGRANT NO. 72B01/00-00/
1973-1974

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LAW FOCUSED CURRICULUM PROJECT

ABSTRACT

1973-1974

Evaluator: Patricia J. Watson
Consultant: Eva Mae Workman

Teachers	11
Pupils	1,442

Description: The primary purpose of the law focused program was to acquaint school-age citizens with the law; the functions and procedures of the criminal justice system; and an individual's rights and responsibilities under the law.

Objectives: --To affect in a positive way, the attitudes of school-age students toward the role of law in American society.
--To increase students' knowledge and understanding of how the system of law operates and organizes society.

Time Interval: The present study describes program activities for the school year 1973-74. Training was given during the summer of 1973 to teachers who participated in the project.

Activities: Eight elementary level, three middle school, and two high school teachers were involved in the project. In the Fifth Year Center, an emphasis on law was incorporated into the regular social studies program. In the 8th year course on "Governing and Man," a new emphasis on law and the workings of the legal system were infused. The high school elective course dealt with practical knowledge of the legal system needed as an adult citizen. Teachers piloted materials to which they had been introduced in the summer workshop.

Experiences for students were of a wide variety including:

1. Working through legal problems,
2. Examining the conflicts and values inherent in certain court cases,
3. Interacting with representatives of law in the community, and
4. Researching, interviewing, surveying, discussing, etc.

Evaluation Strategy: A process evaluation was conducted. Until the end of the 1973-74 school year, the "law focus curriculum" had not evolved fully. Teachers were experimenting with new materials and techniques. During the second year of the project, the program will have become operational. The evaluation

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during the 1974-75 school year can be concerned with the attitudes and knowledge of students prior to and after participation in Law Focused Curriculum activities. However, the present study deals with human and nonhuman resources utilized in the project, and the nature and extent of activities. Questionnaires, daily activity logs, and interviews provided data and information reported in the present study.

Results: In reporting results of program activities, teachers generally were positive. It was concluded that their own objectives for students had been accomplished. Students had increased in understanding of the need for rules, and teachers had observed desired changes in students' attitude and behavior relating to the law.

Materials and activities provided by the project were supportive of District social studies philosophy and goals. The active involvement of students through use of the inquiry approach was a strength of the project. The majority of materials introduced by the program had not been previously used by teachers. It seems that the Law Focused Project added a new component to the social studies curriculum. Responses to the surveys indicate that certain materials and techniques were used more frequently and were more effective than others. Mock trials, questions, and lectures were popular teaching strategies. The game "No Vehicle in the Park" and the film "Understanding the Law" were used most frequently. Teachers also rated materials as to degree of effectiveness. Mock trials were most effective and the lecture method was least effective. The survey showed which concepts were best developed through a particular activity.

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ACKNOWLEDGEMENTS

PROJECT DIRECTOR

Ira Eyster
Southwest Center for Human Relations Studies
University of Oklahoma

Participating Schools in Oklahoma City

School	Principal	Teacher
Elementary		
Creston Hills	A. J. Lonian	Diane Hood
Dewey	Roy Watson	Delores McGinley
Edwards	Rubye Dabney	Katheryn Webb
Garden Oaks	Charles Lewis	Bill Tucker
Parker	Arthur Boyd	Robetta Drennan
Truman	Mary Moulder	Mike Hubbard
Middle School		
Central	George Atwood	Frank Powell
Eisenhower	Ed Berry	Annetta Andrews
Taft	James Sandage	Marcille Johnson
High School		
John Marshall	Robin Gaston	Jerry Ohare
Northeast	James Robinson	Richard Longley

00006

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TABLE OF CONTENTS

CHAPTER		PAGE
I	INTRODUCTION	1
	History of the Program	1
	Objectives	4
	Project Activities	6
	Evaluation Design	7
II	RESULTS OF EVALUATION	9
	Philosophy and Goals	9
	The Law Focus Curriculum	11
	Comparison of Curricula	12
	Previous Law Related Activities	13
	Law Focused Curriculum 1973-1974	13
	Effectiveness of Law Focused Activities	21
APPENDIX		24

00007

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LIST OF TABLES

TABLE		PAGE
I	Number of Students in the Law Focus Project	2
II	Law Focused Curriculum Project Survey	14
III	Effectiveness of Law Focused Curriculum Activities	22

00008

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CHAPTER I

INTRODUCTION

History of the Program

The Law Focus Curriculum Project was funded by the Oklahoma Crime Commission and administered through the Southwest Center for Human Relations Studies at the University of Oklahoma. The project has as its major goal the development of a systematic and comprehensive program of law focused education in elementary and secondary schools. The primary thrust of the law focused program was to acquaint school-age citizens with the law, the functions and procedures of the criminal justice system, and an individual's rights and responsibilities under the law.

The purpose of the project was "to affect" in a positive way, the attitudes of school-age students toward the role of law in American society." Students need knowledge and understanding of how the system of law operates and organizes society, mediates conflicts, protects freedom and rights, etc., in a democracy. Police, lawyers, judges, and other personnel were used as resource people. The Oklahoma County Bar Association through its Education Committee had also expressed concern that students are ignorant of basic knowledge of law and how it relates to them. At their instigation, a new high school elective course entitled "The Law and You" was piloted in two high schools. The school system worked closely with the County Bar Association, which furnished resource people for the classroom and served in an advisory capacity.

00009

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Involvement in the project was on three levels: Fifth Year Centers, 8th Year social studies at the Middle School level, and Senior High School as an elective course. In the Fifth Year Center, an emphasis on law was incorporated into the present social studies program. In the 8th year course on "Governing and Man," a new emphasis on law and the workings of the legal system were infused. The high school elective course dealt with practical knowledge of the legal system needed as an adult citizen. Eight elementary teachers participated from the following schools: Parker, Creston Hills, Truman, Dewey, Garden Oaks, and Edwards. Three Middle School teachers were from Eisenhower, Taft, and Central. The two high schools piloting the elective were John Marshall and Northeast. The total number of teachers participating was 13. The number of students in the District and State who participated in the project is shown in Table I.

TABLE I

NUMBER OF STUDENTS IN THE LAW FOCUS PROJECT

	Total	K	1	2	3	4	5	6
State	7240	109	30	27	55	144	1063	790
District	1383	0	0	0	0	0	651	0
District/State	19.1%	0	0	0	0	0	61.2%	0

	Total	7	8	9	10	11	12
State	7240	1257	1566	820	446	604	329
District	1383	80	364	30	25	180	53
District/State	19.1%	6.4%	23.2%	3.7%	5.6%	29.8%	16.1%

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Training Institute

Teachers in the project attended the Summer Institute conducted by an interdisciplinary team of law professors from the University of Oklahoma College of Law, attorneys, law enforcement personnel, political and social scientists, and educators. The Institute was three-dimensional:

1. The first dimension consisted of providing selected classroom teachers with substantive instruction in the law covering among others such content areas as: (a) Purposes of Law; (b) Freedoms and their Historical Evolution; (c) Criminal Procedure/ Due Process; (d) Crimes and Justice; (e) Law and the City; (f) Police in Urban America; (g) Law and the Consumer; and (h) Indians and the Law.

2. The second dimension was the training of teachers in specialized skills necessary to effectively present the law to young people. These skills included the Socratic, or inquiry method of teaching, the case method, and the mock trial.

3. The third dimension is to continue the process until a nucleus of educators is prepared to successfully launch law-focused programs through in-service efforts with other personnel in their own schools.

Need for the Emphasis on Law

In November, 1973, teachers were asked to report the needs of students for law education. Several needs were identified by teacher observation of attitudes and skills, class discussion, student self-report, and teacher-designed pretest instruments. Students lack knowledge and understanding of:

a) the need for rules, laws, and guidelines;

b) court procedures and due process of law;

c) consitutionally guaranteed rights and freedom;

d) importance of free speech;

e) the policeman's role;

f) the ways in which laws affect a person's daily life; and

g) a viewpoint of law that is logical rather than emotional.

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Objectives

I. Teacher Understandings: The objectives of the Law-Focused Project are to provide teachers with the following knowledges and skills:

A. Knowledges in:

1. Consitutional Law.
2. Juvenile Law.
3. Criminal and Civil Law.
4. Court System.
5. Balance of Power--Reasons for, etc.
6. Role of those who enforce the law.
7. Concepts of equality, liberty, and justice.
8. Consumer Law.
9. Games, simulations, role play.

B. Skill in:

1. Using local legal resources more effectively in social studies programs.
2. Organizing community understanding and support for program.
3. Use of case study method.
4. Use of various strategies such as the continuum for value clarification.
5. Use mock trial and actual courtroom experiences to assist students in a better understanding of legal processes.
6. Use of games, simulations, etc., to emphasize and enforce legal concepts.
7. Greater skill in questioning and inquiry approach to teaching.
8. Skill in bringing about attitudinal change

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II. Student Understandings

1. Students should gain an understanding of laws and the purposes of laws.
2. Students should understand the need for legitimate authority.
3. Students should understand the values and interests that laws are designed to protect.
4. Students should be able to recognize the complexities of political and legal issues.
5. Students should learn to recognize political realities.
6. Students should be able to recognize and deal with the gap between the ideals and the realities of our political system.
7. Students should learn to think in terms of workable solutions to political and legal problems.
8. Students' feelings that they can influence political decisions through participation in democratic processes should be increased.
9. Students should have a sense of responsibility for good citizenship and understand the basic legal concepts on which all rational societies build their legal systems--concepts of fairness, tolerance, honesty, and responsibility.
10. Students should become aware of the role (rights, responsibilities, and privileges) of citizens in a democratic society.
11. Students should develop their critical thinking, role playing, and group process skills.
12. Students should develop their ability to apply, to analyze, to synthesize, and to evaluate.

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III. Experiences We Want Students To Have:

1. We want them to work through legal problems and trouble over their solutions, rather than to merely memorize rules of law.
2. We want students to have an operative understanding of how our system of law and our legal institutions work, rather than teachers supplying students with trivial answers to trivial questions.
3. We want students to dig into real cases so they can understand the inherent conflicts and values. By digging into real cases, they can sense the fragile quality of our individual rights and their concomitant responsibilities.
4. We want students to make their own decisions on a case based on the facts they discover--their own value system.
5. We want students to examine a court decision in view of the concepts of equality, justice, and liberty.
6. We want students to have an opportunity to interact in a meaningful way with the representatives of law in their communities.

Project Activities

Based on student needs which had been identified by teachers, objectives and goals were formulated. Each teacher reported what he/she hoped to accomplish regarding each need, how it would be determined if the objective had been achieved, and which specific activities would be carried out to accomplish the objectives. At the end of the time designated in the objective, results were to be determined.

Student involvement in the Fifth Year Centers was to include researching, interviewing, surveying, discussing, etc. Materials used in the project, particularly at the secondary level, contained factual information and case

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studies of "real life" situations with which students might be faced. Teachers' initial plans called for the use of films on trials, visits to the Juvenile Court and Police Department, mock trials, lawyers in the classroom, games, Bill of Rights and Constitution, and role playing.

Evaluation Design

Primary evaluation of the project was conducted by the Southwest Center for Human Relations Studies through the Department of Planning, Evaluation, and Research, State Department of Education. An in-house evaluation of the project in the District of Oklahoma City was conducted by the Research Coordinator's Staff, Oklahoma City Public Schools.

Evaluation at both the State and District level was conducted through instruments designed cooperatively. There was also a monitoring of the process through observation in the schools by evaluation personnel and reporting of teaching activities as recorded in lesson plans and logs of daily activities.

The Law Focus Curriculum was not a highly structured course. A variety of alternatives in materials and techniques for teaching was provided. The choice and number of concepts to be taught were determined by each teacher in the project. This presented a unique evaluation situation. District evaluation was concerned with describing the nature of school programs as they evolved.

The degree to which a "Law Focus Curriculum" became operational in the school; the strengths and weaknesses of the overall project; and recommendations for modification during the 1974-75 school year were concerns of the evaluator. Another question of the present study was the relationship between (1) what has been done previously in classrooms to develop these same concepts and (2) the philosophy and curriculum of Social Studies in the

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Oklahoma City Public Schools and (3) the philosophy and curriculum of the Law Focus Project.

Measurement of change in student attitudes or cognitive knowledge was not a component of the study. The pretest, treatment, and posttest situation were not controlled enough to yield reliable data. Teachers were at various stages of the process and were developing curricula during the year. Therefore, the "treatment" did not lend itself to consistency. In the second year of the project, measurement of effect on students will be a purpose of the evaluation.

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CHAPTER II

RESULTS OF EVALUATION

Philosophy and Goals

A purpose of the evaluation was to compare philosophies of the Oklahoma City Public Schools' Social Studies Curriculum and the Law Focus Curriculum. Materials and activities provided by the project should be supportive of District goals shown below.

Emphasis on Thinking and Research Skills

Democracy depends on thinking, inquiring, concerned, involved citizens. If social studies courses are successfully to prepare students for this kind of citizenship, they must deliberately and systematically teach the thinking skills and research skills involved in decision-making. Too often skills are neglected in the effort to "cover" a body of factual matter. Too often mere memorization is the goal, rather than analysis. Students need to be taught how to use facts in decision-making, not just recall facts in isolation. Research skills are equally important. Today when the body of knowledge in every field is increasing geometrically each year, students need to know how to learn and gather new information now and throughout life. Knowledge needs to be continually updated and revised according to the latest discoveries and research. Thus teachers should provide experiences for students to locate data, organize data around a question or problem, separate fact from opinion, recognize bias and viewpoint, draw their own conclusions based on facts and consideration of consequences, and other basic skills of research and thinking.

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This emphasis does not, however, negate the importance of facts and concepts. Analysis cannot take place in a vacuum, and a rich framework of facts and concepts are vital to thinking. Research supports the contention that students retain facts they use far more than a "list" of facts they simply are told to memorize.

Inquiry or Problem-Centered Approach

In the inquiry approach, the teacher attempts to involve the students actively in learning experiences, rather than treating them as passive receptacles of knowledge. When students are actively involved, they are more motivated, develop deeper understanding, and retain what they learn to a greater degree. The role of the teacher changes. Instead of being mainly a disseminator of information, the teacher becomes more of a guide, a stimulator, evaluator, planner, and "learner among learners." The goal is to plan experiences that promote student discovery, rather than spoon-feeding canned "answers." Inquiry teaching strategies and student materials provide open-ended opportunities for students to develop an idea further, draw a conclusion, predict an outcome, form and test an hypothesis, etc. The classroom is a meeting place of ideas which are examined carefully and discussed from all points of view. The teacher is a questioner and serves to prod students into examining an idea thoroughly in terms of consequences and alternatives. He avoids imposing his ideas on the students. Therefore, the student analyzes the problem, collects evidence on all facets, forms recommendations, and predicts their consequences, and considers alternatives. If the problem is of concern to the student or can arouse this concern, the approach is highly motivational. Students who actively participate in class activities and problem-solve in the classroom are most apt to be an involved, committed, problem solving adult citizens. Inquiry and/or problem-solving approaches provide

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opportunities for students to be a part of a group, develop communication skills, learn to discuss in a democratic manner and work with students of different backgrounds, abilities, and viewpoints.

The Law Focus Curriculum

Presented below are sample activities carried out by Fifth Year Center teachers in the project. Additional activities and materials which were used by the teachers are shown in the Appendix.

Concept: Mutual responsibility--person and community
(lessons on the needs of laws should proceed this lesson)

Large Group Activities:

1) Vocabulary development discussion
   a. What do you mean when you say, "He is responsible"?
   b. Can we write a definition of responsibility?

2) Discussion questions:
   a. Who is responsible for keeping the law?
   b. Does the responsibility of keeping the law lie with one person?

3) Read the following to the class: The city of Sawbuck passed a law stating no burning of trash or garbage within the city limits is permitted.

4) Discussion questions:
   a. Who keeps this law?
   b. Who helps the people?
   c. Does the city have a responsibility?
   d. What responsibilities do the people have?

Small Group Activities: Each group was given a law or ordinance such as:

1) All dogs within the city limits must be kept on a leash or in a pen.

2) The speed limit for automobiles in a school zone is 20 m.p.h.

3) To keep the city water supply clean, no swimming or skiing is permitted on city lakes. However, fishing and boating are permitted.

4) All children under 16 years of age must be off the streets by 10:00 p.m. unless accompanied by an adult.

5) All bicycles must be registered and have a license tag.

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At the secondary level, a variety of activities were planned and pursued, for example:

Problem 1: Bringing the study of laws into other classes.

Activity: In economics, do a unit on credit. Within this unit, bring in misuse of credit. For resources use court cases and a speaker from the State Department of Consumer Affairs.

Problem 2: When discussing cases in law, many students tend to look at law in an emotional but not logical way.

Activity: When studying a case, students heard a buzzer sound each time an emotional response was made. At this point, class discussion of the case was interrupted temporarily while the group attempted to change the emotional response to a logical one.

Result: Through a series of activities students are now able to study law logically.

Comparison of Curricula

Teachers, principals, consultants, and evaluation personnel concluded that the Law Focus Project was highly supportive of the District Social Studies Curriculum Philosophy and Goals. The active involvement of students through utilization of an inquiry approach was a strength of the project. Data and information were organized around questions and problems. These problems served as tools in the development of skills in thinking, problem-solving, and group process and a variety of useful resource materials was provided. (See Appendix.)

In reporting results of program activities, teachers were positive, generally. It was concluded that students had accomplished the objectives, including:

a) A good understanding of the need for rules;

b) An increased understanding of their own behavior and attitudes and those of others;

c) Motivation to continue activities relating to the Law, Judicial System, and Police;

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d) Surprise and concern about the limits set by society;

e) Insight into the Bill of Rights; and

f) Recognition that neither tyranny nor anarchy is desirable and that Democracy works when an informed public arrives at wise decisions.

Of the objectives which some teachers reported as not having been achieved were familiarization with certain legal terms and awareness of the importance of free speech. In the case where these had not been achieved, teachers had set numerous objectives and planned activities for which time had been limited.

Previous Law Related Activities

Teachers were asked to list law-focused activities which had been part of the regular curriculum prior to the project. Responses indicated that seven of the ten teachers had utilized some law-related materials and techniques. The previous use of such materials had been less extensive. As indicated by responses shown in Table II, the inquiry, lecture, and question approach to teaching about law had been used most often. Four of the ten teachers had taken students on law-focused field trips. All other teaching techniques and materials had been used by only one or two of the ten teachers reporting.

Law Focused Curriculum 1973-1974

Law-focused activities increased greatly upon teachers' participation in the project. A comparison of columns one and two in Table II shows the amount of increase.

Concept Development

Teachers employed law-focused methods and materials to develop the concepts, presented below in the order of most frequent utilization.

TABLE II

LAW FOCUSED CURRICULUM PROJECT SURVEY

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Activities	Prior Use	1973-1974 Use	Degree of Effectiveness High 5	4	3	2	Low 1	Average	Balance of Power	Need for Laws	Conflict	Due Process	Equality	Justice	Legal Person	Public Nuisance	Rights and Responsibilities	Values	Average
I. TEACHING STRATEGIES																			
A. ROLE PLAY, CASE STUDY, ETC.																			
1. Case Study	2	7	1	4	2	0	0	3.9	4	7	6	5	6	6	4	0	6	5	4.9
2. Mock Trial	2	8	6	3	0	0	0	4.7	7	6	6	7	6	7	6	0	6	6	5.7
3. Police Patrol	2	4							1	5	4	2	4	5	4	2	3	3	3.3
4. Continuum	1	8	5	3	0	0	0	4.6	1	3	6	1	4	3	1	1	5	7	3.2
5. Field Trips	4	5	2	5	0	0	0	4.3	2	6	3	3	3	6	3	3	4	6	3.9
6. Inquiry Approach	6	8	4	5	0	0	0	4.4	5	8	4	4	5	4	3	4	5	6	4.8
7. Lecture	6	9	1	6	2	0	0	3.7	5	9	5	7	6	6	7	4	7	5	6.1
8. Questions	6	9	4	5	1	0	0	4.3	7	9	7	7	9	7	6	5	8	8	7.3
B. GAMES																			
1. Island Game	1	3	1	2	0	0	0	4.3	2	6	4	2	3	2	0	1	3	5	2.8
2. Buckle Game	1	6	3	2	0	0	0	4.6	0	4	2	1	0	1	0	1	2	3	1.4
3. Mind Walk	2	10	3	4	2	0	0	4.1	1	6	3	1	2	4	0	2	3	3	2.5
4. Mystery Game	1	4	2	1	1	0	0	4.3	0	1	2	1	1	1	0	1	1	1	0.9
5. No Vehicles in the Park	1	7	4	3	0	0	0	4.6	1	3	3	2	1	2	1	0	2	3	1.8

TABLE II (con't)

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Activities	Prior Use	1973-1974 Use	Degree of Effectiveness High 5	4	3	2	Low 1	Average	Balance of Power	Need for Laws	Conflict	Due Process	Equality	Justice	Legal Person	Public Nuisance	Rights and Responsibilities	Values	Average
B. GAMES (con't)																			
6. Space Odyssey	0	4							1	3	3	2	1	2	1	0	2	3	1.8
C. COMMUNITY RESOURCES																			
1. Have talked to policeman about your law focused program	2	10	3	6	0	0	0	4.3											
2. Have used policeman in law focused program	1	5	3	2	1	0	0	4.3	0	2	1	2	1	1	2	0	2	2	1.3
3. Have talked to lawyer about law focused program	2	9	3	5	0	0	0	4.4											
4. Have used lawyer in law focused program	2	4	1	2	2	0	0	3.8	2	4	1	4	2	3	2	1	3	2	2.4
5. Have involved parents	0	3							0	0	2	1	1	1	2	0	1	1	0.9

00023

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TABLE II (con't)

Activities	Prior Use	1973-1974 Use	Degree of Effectiveness High 5	4	3	2	Low 1	Average	Balance of Power	Need for Laws	Conflict	Due Process	Equality	Justice	Legal Person	Public Nusiance	Rights and Responsibilities	Values	Average
D. FILM AND OTHER MATERIALS (AVAILABLE FROM PROJECT)																			
1. Law Scope Unit	0	4	2	2	0	0	0	4.5	3	4	4	4	4	4	4	2	4	4	3.7
2. Bill of Rights	1	6	2	2	1	0	0	4.2	4	4	4	4	2	5	3	1	4	4	3.5
3. (Feiner Case) Justice Under Law (Gideon Case)	0	5	1	2	1	0	0	4.0	2	4	4	3	3	5	3	2	3	2	3.1
4. Fair Press vs. Fair Trial (Sheppard Case)	0	2	1	1	0	0	0	4.5	0	1	1	0	0	1	0	0	0	0	0.3
5. The Schempp Case	0	5	2	1	1	0	0	4.3	1	3	3	2	2	3	2	0	2	2	2.0
6. Bill of Rights of U.S.	0	3	1	2	0	0	1	3.5	3	2	2	3	1	3	2	1	3	3	2.3
7. Understanding the Law	1	5	2	1	2	0	0	4.0	4	6	4	6	5	5	5	2	5	4	4.6
8. Noisy Nancy Norris	1	5	3	2	0	0	0	4.6	0	3	4	1	3	3	0	4	4	3	2.5
9. Trouble With Truth	1	4	3	2	0	0	0	4.6	0	2	2	2	2	2	0	1	4	5	2.0
10. What Do You Do) First About Rule)	1	5	4	7	0	0	0	4.4	1	2	2	0	1	1	0	0	3	3	1.3
11. Values You) Promised) Things	1	5	3	2	0	0	0	4.6	0	2	2	1	1	1	0	0	4	5	1.6

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TABLE II (con't)

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Activities	Prior Use	1973-1974 Use	Degree of Effectiveness High 5	4	3	2	Low 1	Average	Balance of Powers	Need for Laws	Conflict	Due Process	Equality	Justice	Legal Person	Public Nuisance	Rights and Responsibilities	Values	Average
D. FILM AND OTHER MATERIALS (con't)																			
12. Values But It) First Isn't Yours)	1	5	2	3	0	0	0	4.4	0	2	2	1	1	2	0	0	3	5	1.6
13. Values That's) No Fair) Series	1	5	2	3	0	0	0	4.4	0	2	3	0	1	2	0	0	3	5	1.6
14. Strategy) Teaching) Values)	0	2	1	0	0	0	0	5.0	0	1	1	1	1	1	1	1	1	2	1.0
15. Justice and the Law	0	3	1	2	0	0	0	4.3	2	3	2	3	3	3	1	1	3	2	2.3
16. Careers in Law Enforcement	0	0	0	1	0	0	0	4.0	1	1	0	1	0	1	1	0	1	0	0.6
17. Under Arrest	0	1	2	0	0	0	0	5.0	1	2	1	2	1	1	2	2	3	2	1.7
18. Boomsville	0	5	2	4	0	0	0	4.3	0	6	4	0	3	1	1	2	3	5	2.5
19. Why We Have Taxes	0	3	2	2	0	0	0	4.5	1	2	0	1	1	1	0	2	1	2	1.1
20. Charlie Squash Goes To Town	0	1	1	0	0	0	0	5.0	1	1	1	1	1	1	1	1	1	2	1.1
21. Why We Have Laws	1	4	2	1	0	0	0	4.7	2	7	4	3	3	3	1	2	3	4	3.2
22. Law and Justice in the U.S.	0	1	1	0	1	0	0	4.0	2	2	1	2	2	2	2	1	1	2	1.7

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1. Need for Laws
2. Values
3. Rights and Responsibilities
4. Conflict
5. Justice
6. Equality
7. Due Process
8. Legal Person
9. Balance of Power
10. Public Nuisance

Role Play, Case Study, Etc.

Need for laws was emphasized through an average of fifteen different activities selected by each of the teachers in the project. Examined vertically, columns 9-18 in Table II show which methods and materials were used most frequently to develop a concept. For example, "balance of power" was taught most often through mock trials and questions. For each of the other concepts, the question method was also used most frequently. Lecture and mock trials were also popular teaching strategies. Continuum and Police Patrol were used less frequently than all other role play or case study situations.

Horizontally, the columns show which concepts were developed most frequently through a particular activity. For example, more teachers used case studies to teach the need for laws. Continuum, a method for breaking down "either/or" thinking by exposing a wide range of intellectually defensible positions seemed effective for teaching values and conflict, but less effective for teaching certain other concepts. Average ratings for effectiveness (Column 8, Table II) show that Mock Trial was most effective and the lecture method was least effective.

Games

The most frequently used game was "No Vehicles in the Park." The game presents a situation in which a city council has passed a law against vehicles in the park. Students are asked to interpret the law as it affects certain citizens,

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keeping in mind the letter of the law as well as the intent of the law. Games seemed mo t effective for teaching the need for laws and least effective for developing the concept of legal person. The Buckle Game and No Vehicle in the Park were rated as the most effective games.

Community Resources

Many of the community resource persons for the project were located through questionnaires distributed by the Oklahoma County Bar Association. Teachers specified topics which they wanted speakers to discuss and placed requests with the School Volunteer Program, Helping Hands. The Volunteer Office coordinated teacher requests and available resources.

As a follow-up to each classroom visit by resource persons, teachers were asked to submit an evaluation to the Volunteer Office. Evaluations were highly positive. As a rule, the resource person preplanned with the teachers as to the focus of the presentation. Teachers indicated that presentations, with one exception, were understandable in delivery and content, held the interest of students, were of an appropriate length and confined to subject matter, and served as an extension of or enrichment to the subject.

High school classes primarily used lawyers, and, as shown in Table II, lawyers most often discussed the need for laws and due process. At the elementary and middle school level, policemen and parents were used more frequently. Parents primarily discussed legal person and conflict. Policemen seem to have discussed a broader range of topics. As to degree of effectiveness of resource person, policemen were rated higher than lawyers.

Film and Other Materials Available from the Project

The film "Understanding the Law" was used more frequently than others to teach the concepts shown in Table II. However, the film did not receive as high a rating

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for degree of effectiveness as did most other media.

Other Materials, Games, Resources, Techniques, Teacher-Made Materials, Etc.

Other materials reported by the teachers as having been used in the project but not shown in Table II are listed below:

Games

Eye Witness Game
Jury Game
Concentration: Bill of Rights Game
Constitutional Game

Films

Bill of Rights--Story of a Trial
Policeman Day and Night
Our City Government
Shiver, Gobble, and Snore

Role Play

If You Were the Judge

Learning Posters

"Law"
"Conflict"
"Ecology"

Collages

Law

Book

Values Clarification

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Visit

O.C.U. Law School

Effectiveness of Law Focused Activities

A second survey was distributed to teachers to determine if the objectives of the law focused curriculum had been achieved. Results of this survey are shown in Table III. There was evidence to indicate that most objectives had been met. The curriculum was most effective in the areas of understanding laws and legal concepts (objectives 1 and 10). The evidence also indicated that students had gained in ability to understand the need for authority and in awareness of the citizen's role (objectives 2, 9, and 11). Critical thinking, role playing, and group process skills developed during the year.

Least gain was shown in "recognizing political realities and ideals" (objectives 5 and 6). These concepts may have been less appropriate for younger children, and six of the ten teachers responding to the survey were in elementary schools. The approximate number of students in the project at each level is shown below:

Grade	Total Students
12	84
11	81
10	2
7-8	450
5	660

Teachers in the project shared materials with other teachers and an additional 165 students. Therefore, a total of 1,442 were involved in law focused activities in the Oklahoma City Public Schools.

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TABLE III

EFFECTIVENESS OF LAW FOCUSED CURRICULUM ACTIVITIES

Objective:	% Strong-Much Evidence	% Moderate-Some Evidence	% Weak-Insufficient Evidence	% Missing-No Evidence
1. Understand laws and the purpose of laws.	80	20	0	0
2. Understand the need for legitimate authority.	70	30	0	0
3. Understand the values and interests that laws are designed to protect.	50	50	0	0
4. Recognize the complexities of political and legal issues..	0	80	20	0
5. Recognize political realities.	10	50	30	10
6. Recognize and deal with the gap between the ideals and the realities of our political system.	10	40	40	10
7. Think in terms of workable solutions to political and legal problems.	40	40	20	0
8. Feeling that students can influence political decisions through participation in democratic processes.	40	30	30	0
9. Sense of responsibility for good citizenship.	70	30	0	0
10. Understand the basic legal (common law) concepts on which all rational societies build their legal systems--concepts of fairness, tolerance, honesty, responsibility, equality, justice, and liberty.	80	20	0	0

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TABLE III (con't)

Objective:	% Strong-Much Evidence	% Moderate-Some Evidence	% Weak-Insufficient Evidence	% Missing-No Evidence
11. Awareness of the role (rights, responsibilities, functions, and privileges) of citizens in a democratic society.	70	30	0	0
12. Development of critical thinking, role playing, and group process skills.	70	30	0	0
13. Development of abilities to apply, analyze, synthesize, and evaluate.	30	70	0	0
14. Develops and utilizes own value system.	50	40	10	0
15. Understand legal problems, inherent conflicts, and values.	20	60	20	0
16. Understand how our system of law and our legal institutions work.	40	60	0	0

APPENDIX

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Law-Focused Curriculum Project
555 Constitution Avenue
Norman, Oklahoma 73069

SUGGESTED MATERIALS FOR LAW-FOCUSED CURRICULUM PROJECT

Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
1. Law Scope Unit Law: You, the Police, and Justice	Recommended for Jr. & Sr. High Students reading at 4th-6th grade level	Contains 36 Booklets, an L.P. record as well as posters and logbooks for student use. The booklets contain stories, articles, plays, cartoons, and pictures selected for their relevance to the theme of law. It is designed to help students discover for themselves the importance of law - and of justice - in their lives and in their country.	Scholastic Books 908 Sylvan Ave. Englewood Cliffs New Jersey 07632	*$60.00
2. Rules & Rights Series You can change the Law. Juveniles have rights, too.	Jr. & Sr High School	The two paperback books contain a collection of self-contained units built around case studies in the law. Among the topics covered are juveniles' rights, truancy, vandalism, marijuana, burglary, assault, shoplifting, etc. The material is based on actual cases and was carefully and favorably tested on thousands of students in Redwood City, California.	Fearon Publishers Lear Siegler, Inc. Education Division 6 Davis Drive Belmont, Calif. 94002	$2.01 each
3. Bill of Rights Newsletter	Jr. & Sr. High School	A Newsletter published bi-annually. Each issue contains an analysis of an issue plus suggested materials for students, book reviews, and brief descriptions of major cases before the Supreme Court. Some issues of particular interest to this program are: Youth and Respect for Law, Spring 1970 Youth, the Police and Society, Fall 1971 Youth, and the Right to Vote, Spring 1972 Crime, Violence and the American Youth, Spring 1973 The Power of Free Press, Fall 1973	Constitutional Rights Foundation 609 South Grand Ave Suite 1012 Los Angeles, Calif. 90017	Subscription $2.00 per year 40 copies - student supplement $5.00 Copies of 10 or more To subscribers: 15¢ each To non-subscribers: 25¢ each

*School prices

00033

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Name of Material	Suggested Grade Level	Description of Materials	Company and/ or Publisher	Cost
Scott Foresman Spectra Program (People and the City Series)	5 - 12	Part 1 covers Constitutional Rights. Part 2 provides information on: "The Right to a Lawyer;" Gideons Case; The law and Sonny Escohedo; Defending the Court; and, Defending Non-Criminals. Part 3 deals with Juvenile Courts.	Scott Foresman & Co. Glenview, Ill. 60025	.84 each **.96 T.G.
1. You've Been Arrested				
2. Buyers Beware	5 - 12	Alerts students to a variety of consumer problems and ways to avoid them.	"	.84 each .96 T.G.
3. Crime and Safety	5 - 12	Suggested ways Americans can deal with crime. Actual cases used as reference.	"	.84 each .96 T. G.
Materials				
Lincoln Filene Center for Citizenship and Public Affairs		Contains 29 learning experiences. Each learning experience projects a situation which in turn assists the child to concieve his own situations and ideas. Also contains several playlets.	Lincoln Filene Center For Citiship and Public Affairs Tufts University Medford, Mass. 02155	$1.00 each
1. Legal Education materials for Elementary & Intermediate Grades	4 - 8			
2. Citizenship Denied: Diary of a Young Girl	9 - 12	This brief diary examines the rights denied to Ann Frank. The diary and accompanying teacher's guide provide material for making students aware of human, political, and legal rights.	Lincoln Filene Center	.50 each 20 % discount - 25 or more
3. The Courts Make Policy: The Story of Clarence Earl Gideon	9 - 12	This story of Gideon's appeal and the response of the American Judicial system to that appeal is the story of how the Courts in the U.S. make policy.	Lincoln Filene Center	.50 each 20 % discount - 25 or more I. G. extra

**Teacher's Guide

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
4. Gun Control: A Bill Becomes a Law	9 - 12	Student Narrative and Teacher's Guide	Lincoln Filene Center	.50 each 20 % discount - 25 or more T.G. extra
5. The Police: Fact and Fiction	9 - 12	Student Narrative and Teacher's Guide	"	.50 each 20 % discount - 25 or more T.G. extra
6. Prisons: Do They Need Reforming	10 - 12	Student Narrative and Teacher's Guide	"	.50 each 20 % discount - 25 or more T.G. extra
7. Lessons in Conflict: Legal Education Materials for Secondary Schools by John Gideon	9 - 12	Contains units on such subjects as Consumer Rights, Torts, Criminal Law, Property Law, Drugs, Juvenile Rights, Family Law, etc. Case studies serve as a backbone of each unit.	"	$2.50 each
Materials Houghton Mifflin Civil Liberties:				
1. Case Studies and the Law. Parker, Donald, et al.	10 - 12	Places human rights within a legal context. Five areas considered are: Protecting the Rights of the Accused; Equal Opportunity; Property and Economic Rights; Freedom of Religion, and, Freedoms of Expression. Each section contains case studies and a description of the law in the case.	Houghton Mifflin 6626 Oakbrook Blvd. Dallas, Texas 75323	$2.40 each
2. Law in a New Land	4 - 6	Deals with key cases of Constitutional law. Case studies stress issues and values rather than rules. Planned as a supplemental enrichment of basal courses.	"	$2.22 each $1.65 T.G.

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
3. Great Cases of the Supreme Court	7 - 12	Deals with key cases of Constitutional law. Case studies stress issues and values rather than rules. Planned as supplemental enrichment of basal courses.	Houghton Mifflin	$2 25 each $1.95 T.G. Supplemental Decisions .45 each
4. Vital Issues of the Constitution	10 - 12	" " "	"	$2.58 each $1.77 T.G. Supplemental Decisions .81 each
5. Justice in Urban America	7 - 12	A series of books developed by a group of urban teachers and lawyers to provide a new approach to the teaching of Civics. Kit contains booklets on Law, Crimes and Justice, Law and the Consumer, Landlord and Tenants, and Poverty and Welfare.	"	Set of 6 student books $5.70 each book separately $1.20 $1.35 T.G.
Materials Ginn and Company				
1. Justice and Order Through Law	7 - 12	Examines basic legal concepts. Inquiry oriented, with many case studies. Contains five units on Legal processes, Legal tools, Basic Functions of Law, Process Values, and Limits of Law.	Ginn and Co. Xerox Education Center P.O. Box 2649 Columbus, Ohio 43216	units-.75 each 5 units-$3.45 one of each $2.10 T.G.
2. The American Legal System		Examines basic legal concepts through inquiry mode. Ample use of case studies, statutes, judicial decisions. Five units: Societies Need for Law; The Techniques of Law; Law and Social Change; Constitutional Protection of Basic Values: and, Limits of Law	"	units-$1 05 each 5 units-$4.95

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
3. Teenagers and the Law	7 - 12	Presents legal rights and responsibilities of today's youth through case studies and question-and - answer format.	Ginn and Co. Xerox Education Center P.O Box 2649 Columbus, Ohio 43216	$1.89 each
4. Juvenile Delinquency	9 - 12	Surveys the causes and effects of delinquency; its prevention and treatment.	"	$1.92 each
5.*Your Rights and Responsibilities as an American Citizen: Charles Quigley	5 - 9	Contains five units on Liberty under Law; Freedom of Expression; Freedom of Religion; Equal Protection of the Law, and Due Process of Law. Each unit has situations and cases involving most of these important principles.	"	$1.92 each $2.34 T.G.
6.*Voices for Justice Role Playing in Democratic Procedures: Charles Quigley Richard Longaker	7 - 12	Provides suggestions for role-playing built around eight different cases. Each case deals with a current social or legal problem.	"	$1.92 $1.92 T.G.
7.*Conflict, Politics, and Freedom: Charles Quigley Richard Longaker	7 - 12	Examines the role of politics and government in conflict through historical and current cases.	"	$1.92 $2.34 T.G.
*These three books along with the Teacher's Guide can be ordered as a unit. They are entitled "Role - Playing Series."				$11.64
"Social Education" Vol. 37, No. 5 National Council of Social Studies		This issue of May, 1973, deals with teaching about the U. S. Constitution.	National Council for the Social Studies 1201 16th St., N.W. Washington, D.C. 20036	$1.50

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
Materials from Newsweek Education Division in Collaboration with Lincoln Filene Center	10 - 12	Series of case study units entitled: The Police: Law and Order in Conflict, 1973; Due Process of Law, 1970; and Legislation. Each unit contains visuals, duplicating masters and a Teacher's Guide.	Newsweek Education Division 444 Madison Ave. New York, N. Y. 10022	
Materials from Law in a Free Society	K - 12	Deals with the concepts of Authority, Justice, Privacy, Responsibility, Participation, Diversity, Property and Freedom. Each concept has the following materials: A casebook for teachers; a curriculum K-12; lesson plans; and, a Guide for Teacher Education.	Law in a Free Society 606 Wilshire Blvd., Suite 600 Santa Monica, Calif. 90401	Write for cost. Approximately $10.00 for all materials dealing with a concept.
Judgment Series	High School & Jr. High	A series of 12 case histories of democracy at work, as exemplified by decisions and opinions of the Justices of the Supreme Court. Among the topics covered are: Right to legal counsel; privilege against self incrimination; using Tort cases in the classroom; and due process and juvenile court.	Published by National Council for the Social studies. Order from: Scholastic Book Services, Inc. 904 Sylvan Ave. Englewood Cliffs, New Jersey 07632	Set of 12 Titles - $2.40 20 or more of single title - .20 each
American Education Publications Unit Books	High School & Jr. High	A series of units designed to involve the student as an acting, thinking participant in history and modern life. Unit books deal with such topics as: The Lawsuit; Rights of the Accused; Liberty under the Law; Courts and the Law; and Dissent and Protest.	American Education Publications, 245 Long Hill Rd. Middletown, Conn. 06457	.40 - .45 each

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
Youth Legal Education Materials	5th & 6th Grades	Contains five units. Units are entitled: "What of Law in Society?" ; "What about Juvenile Law?"; "What of Citizenship and Law Enforcement?"; "What are Courts?"; and "What are Issues?". Teachers Manual and Resource Manual contain sufficient materials for units.	Oakland Schools 2100 Pontiac Lake Rd. Pontiac, Michigan 48054	Teachers Manual $2.00 Resource Manual $2.00 Total for Manuals and individual student units $6.00
Youth and the Law	High School & Jr. High	A guide to National and State (Calif.) laws that affect an individual in everyday life. Also, provides list of organizations that may help an individual in conflict with the law.	San Francisco Bar Association 220 Montgomery Street, San Francisco, Calif. 94104	Single $1.00 each 100 or more .45 each
Film and Filmstrips				
* First Things First Series	K - 6	Each filmstrip focuses on a moral topic of importance to primary grade children. The topics are: Keeping Promises; Telling the Truth; Respecting Property Rights; Sharing; Taking Turns; and understanding the reason for rules. Each unit contains two moral dilemmas; both dilemmas leave moral choices up to the student. Units are:	Guidance Associates of Pleasantville, New York 10570	Cassette / Record
		Trouble with Truth		$21.50 / $19.50
		What Do You Do About Rules		$21.50 / $19.50
		Values You Promised		$21.50 / $19.50
		Values, But it isn't Yours		$21.50 / $19.50
		Values, That's No Fair		$21.50 / $19.50
		Strategy Teaching Values		$17.00 / $15.00
		Noisy Nancy Norris		$19.50 / $17.50

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
Our Living Bill of Rights Series. Produced in collaboration with Dr. Starr				
*1. Justice Under Law - The Gideon Case 23 min.	7 - 12	Involves students in the concept of justice through a case study of Gideon vs. Wainwright (1963). Is every accused entitled to the right of counsel? Can the Supreme Court overrule its own decisions? This openended film is designed to encourage student inquiry and class discussion.	Encyclopedia Britannica Ed. Corp., 425 N. Michigan Ave. Chicago, Ill. 60611	B/W $135.00 Color $265.00
*2. Freedom to Speak - The Feiner Case 23 min.	7 - 12	Based on the case of Feiner vs. New York (1951), this case study examines and investigates the basic freedom of expression. The case of a college boy convicted of disorderly conduct is followed by an analysis of the majority and dissenting opinions of the justices.	"	B/W $151.00 Color $296.00
*3. Free Press vs. Fair Trial By Jury - The Sheppard Case 27 min.	7 - 12	A study of the trial of Dr. Sam Sheppard in 1954. Documentary footage of key figures and re-enactment of the crime reveal the conflict between freedom of the press and the right of the accused. Also included are excerpts from the Supreme Court's decision in 1961, reversing the original verdict.	"	B/W $167.50 Color $327.50

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
*4. The Schempp Case- Bible Reading in Public Schools 35 min.	7 - 12	Bible reading and the Lord's Prayer recited over a loud speaker in a high school - is that a violation of the First Amendment? Here are the issues, the background, emotion-charged incidents, and the Supreme Court decision on Bible reading in public schools.	Encyclopedia Britannica Ed. Corp., 425 N. Michigan Ave. Chicago, Ill. 60611	B/W $216.00 Color $420.00
5. Equality Under Law - The Lost Generation of Prince Edward County 25 min.	7 - 12	Shows how the Prince Edward case was fought in state and federal courts. A Supreme Court injunction reopened the schools and 99% of the white children continued to attend private schools. Raises the question: "Did the segregationists win?" "Did the Negro community win?" "Does anyone win in such bitter struggles?"	"	B/W $151.00 Color $224.00
6. Equality Under Law - The California Fair Housing Cases 20 min.	7 - 12	Re-creates the turmoil of a 1964 election in California when people were asked to vote on an amendment to the State constitution that would nullify enforcement of open housing laws. Historic photographs and excerpts from the majority decision and the minority opinion underscore the conflict between human rights and property rights.	"	B/W $119.99 Color $232.50
The Bill of Rights of the	5 - 12	Relates story of long struggle for human freedom which leads to the creation of the Bill of Rights.	"	B/W $135.00 Color $265.00
* Understanding the Law 12 min.	7 - 12	Explains the right of individuals to be protected from the law and by the law. Illustrates step-by-step functions in due process of law with a series of dramatic sequences in actual courtrooms, featuring a criminal trial by jury.	"	B/W $70.00

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Name of Materials	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
* Why We Have Laws: Shiver, Gobble and Snore 7 min.	K - 3	Using a humorous trio of characters, this film shows why laws are necessary, and goes on to develop the concepts of law.	Learning Corp. of America 711 Fifth Ave. New York, N.Y. 10022	$125.00
* Why We Have Taxes: The Town that had no Policemen 7 min.	K - 6	Develops concept that Policemen are needed and taxes are necessary to pay them.	"	$125.00
* Charlie Squash Goes to Town 5 min.	K - 6	Portrays the dilemma of a small indian boy as he tries to bridge the gap between two cultures.	"	$100.00
* Boomsville 11 min.	K - 12	Without narration the film recreates man's interaction with his surroundings.	"	$150.00
* Under Arrest 15 min.	6 - 12	Depicts a true-to-life encounter between a 21 year-old student and the police. A Stop-Action film raises pertinent questions. Excellent Teacher's Guide accompanies film.	The Nelson Co. 5400 Shirley Ave. Tarzona, Calif. 91356	$130.00
* Justice and the Law	7 - 12	Six color filmstrips with six LP records or cassettes. Carefully selected Supreme Court decisions on Freedom of Expression; Freedom of Belief; Freedom of the Press; The Right to Fair Trial; Due Process of Law, Equal Protection of the Law, Equal Opportunity under the Law. The responsibility of decision is thrust upon the student.	Pathescope Educational Films, Inc. 71 Weyman Ave. New Rochelle, New York 10802	$75.00 with LP records $87.00 with cassettes

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
* Law and Justice in the United States 6 filmstrips & LP records	7 - 12	Series explores the reasons why peaceful observance of the law is essential to the preservation of American ideals of liberty and justice. Traces origins of law. Abstract concepts of law and justice are translated into understandable terms through reference to common classroom experiences. Filmstrips are: What are Laws? The Basis of Liberty; Enforcing the Law; The Law and the Courts; The Responsibilities of Freedom; The Challenge of the Future.	Teaching Resource Films Bedford Hills New York 10507	$69.00
* Law and Order Values in Crisis 6 filmstrips & LP records	7 - 12	A series of six filmstrips designed to deal with the basis of our legal system in the context of the current crisis in America. Contains the following filmstrips and LP records: The Varieties of Human Values; the Evolution of American Values; Conflicts in American Values; Strategies for Value Change; Non-Violent Dissent; Intensified Value Conflict; Violent Dissent; Peoples Parts; A Case Study in Value Conflict.	Warren Schloat Productions M. Pleasantville New York 10570	$99.00
* Youth and the Law Series: 3 film 12-15 min. each	K - 12	Three stop-action films deal with the issues of shoplifting, burglary, and search and seizure. The films are entitled: The Shoplifter; Ripped Off; and The Need to Protect. Excellent teacher's guide accompanies film.	Center for Law & Education, State National Bank Plaza 1603 Orrington Ave. Evanston, Ill. 60201	$200.00 each or three films for $500.00

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Name of Material	Suggested Grade Level	Description of Materials	Company and/ or Publisher	Cost
* A Career in Law Enforcement 2 filmstrips & cassettes	5 - 12	Discusses the different levels of law enforcement in the U.S.	Pathescope Educational Films, Inc. 71 Weyman Ave. New Rochelle New York 10802	$44.00
Special Student Resource Readers to accompany "Our Living Bill of Rights" film series. Starr				
1. Justice under Law/ Right to Counsel - The Gideon Case	7 - 12	Written by Isidore Starr, These readers examine documents related to the history and background of the related films. In addition to the primary source materials, there are suggested areas for further study and bibliographies. Excellent for individual study tools, basic lesson assignments, research materials, and as a source for preparing lesson plans and guiding group discussions.	Encyclopedia Britannica Ed. Corp., 425 N. Michigan Ave. Chicago, Ill. 60611	.85 each set of 25 $19.00
2. Liberty under Law/ Freedom of Expression The Feiner Case	7 - 12			
3. Equality under Law/ Educational Opportunity - The Prince Edward County Case	7 - 12			
Comtemporary Issues of the Constitution. Starr	7 - 12	Excellent Supplemental text for teachers of law-focused education. Discusses major Constitutional themes dealing with current concerns.	"	$3.95 20 % off 5 or more copies

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Name of Materials	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
Materials from National Center for Law-Focused Education Law in American Society	Teachers	Publish a Journal four times a year along with other special issues. The special issue for November 1972 is on The Police and should be very useful to teachers in the Law project. The Law in American Society Journal should be free to teachers upon request.	Law in American Society 33 N. LaSalle St. Suite 1700 Chicago, Ill. 60602	
The Role of Law in a Free Society - A Curriculum Guide	K - 6 & 7 - 12	Suggests major law concepts, objectives and learning activities for grades K through 6.	Missouri Bar Association	$3.00 each
Changing Adolescent Attitudes Toward Police. Portune	10 - 12	This book contains much material on attitude development as well as suggested curriculum units to change attitudes.	W. H. Anderson Company	$9.00
Kids and Cops. Bouma	10 - 12	Paperback book based on studies of some 10,000 students and 300 cops in ten Michigan cities. Suggests ways to narrow the hostility gap.	Wm. B. Eerdmons Publishing Co. Grand Rapids Michigan	$2.95
Crime & Criminals - What should we do about them?	9 - 12	This very interesting and readable book deals with such questions as: What is the nature of crime? How should police deal with crime? and, Can crime be eliminated?	Prentice Hall, Inc. Englewood Cliffs New Jersey	$1.72

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Name of Materials	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
The Story of the Law - and the Men Who Made It. Wormser	10 - 12	A book written for laymen with information on how the law came into being; how it had its beginning in Ancient Civilizations, how it developed, and some of the great personalities that gave it shape.	Simon & Schuster	$3.45
Fundamental Freedoms Kits	7 - 12	Contains two kits on subjects of Fair Trial, and Search and Seizure. Each kit contains 30 student source books, 16-piece duplicating masters packet, filmstrip and teaching guide.	Xerox Education Center P.O. Box 2649 Columbus, Ohio 43216	$34.95 Kit
Simulations Materials				
Innocent Until....	7 - 12	Detailed descriptions of roles each person should play in simulated trial of a driver accused of negligent manslaughter. Packet contains general information, 12 different role profiles, 1 teacher manual, 1 copy 47 PP booklet, Rights of the Accused.	Games Central ABT Assoc. 55 Wheeler St. Cambridge, Mass. 02138	$30.00
Police Patrol Todd Clark	7 - 12	Police Patrol is an exciting role - playing simulation designed to help participants explore their attitudes toward police and authority, and to broaden their knowledge of a policeman's job. Students play roles in number of small group incidents.	Simile II P.O. Box 1023 LaJolla, Calif. 92037	$10.00

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Name of Material	Suggested Grade Level	Description of Materials	Company and/or Publisher	Cost
Small, Inexpensive Pamphlets & Posters				
The Law in Your Life	5 - 10	Points out some ways law can be related to teenager's life.	State Bar Assoc. North Dakota	
You and the Law	5 - 9	Discussion of where freedoms begin and end.	Kiwanis International 101 E. Erie St. Chicago, Ill. 60611	.05 each
Law and Justice	7 - 12	Deals with flexibility of laws.	Public Affairs pamphlets 381 Park Ave. S. New York, N.Y. 10016	.35 each discount in quantities
Starting Points Learning Magazine	K - 12	Three starting point activity units which may be of interest to teachers in law emphasis education are: The Free Press; Peace and Conflict; and, Human Rights and the Law.	Starting Points Learning Magazine 530 University Ave. Palo Alto, Calif. 94301	$1.00 per unit

* This material is available on a loan basis from the Project

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